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ABSTRACT

Based on the New York State homemaking-family living curriculum, this document presents sample modules appropriate for instructional levels III, IV, and V (grades 9-12) for each of the content emphases in the human development subject area. These content emphases include management, buymanship, leisure, career, health/safety, and relationships. Each module contains the following elements: learning outcome; behavioral outcomes; suggested learning experiences; suggested measurement of student progress; and related module titles. The modules are arranged by instructional level, and a chart presenting the scope of learnings covered by the modules precede each instructional level group. In all, sixty sample modules are included in this document. These modules can be used as they are for instruction, can be adapted to fit the local situation, or can be used as models for producing other modules. Guidelines for evaluating and editing home economics modules are appended. (A related document, ED 140 069, describes the total New York State homemaking-family living curriculum design for grades 9-12 and contains two sample courses to serve as models: one with a subject area focus and one with a content emphasis focus. Curriculum guidelines and sample modules for grades 5-8 are available in a separate document, CE 017 853.) (BM)

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ED162052

HOME ECONOMICS EDUCATION

HUMAN DEVELOPMENT MODULES

Samples for Levels III, IV, and V

third in a series

CE 014 566

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF OCCUPATIONAL EDUCATION CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12234

1977

HUMAN DEVELOPMENT MODULES
Samples for Levels III, IV, and V

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Curriculum Development
Albany, New York 12234
1977

CE 04 506

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FOREWORD

This publication, *Human Development Modules, Samples for Levels III, IV, and V,* is the third in a series of publications which explains the present curriculum planning process for home economics education for the schools of New York State.

The first two publications in the series are: *Home Economics Curriculum Planning Guidelines, Levels I and II*; and *Home Economics Curriculum Planning Guidelines, Levels III, IV, and V.*

These two explain curriculum planning for the four subject areas and their six interrelated content emphases. The first volume deals with grades 5 through 8 and contains sample modules for the 24 subject matter *categories.* The second volume covers grades 9 through 12. It contains two sample courses to serve as models: one with a subject area focus, one a content emphasis focus. One module is also included to serve as a model.

The current publication provides resource material for developing courses. It gives sample modules appropriate for levels III, IV, and V, for each of the six content emphases in the human development subject area. These modules can be used as they are for instruction, can be adapted to fit the local situation, or can be used as models for producing other modules. Three additional resource volumes for the other three subject areas (Housing, Furnishings, and Equipment; Food and Nutrition; and Clothing and Textiles) are to be published later.

All publications in the series deal with home economics for homemaking and family living, that is, preparation for the occupation of homemaking rather than the development of marketable skills.

Most modules in this volume have been selected from scores of modules produced by many home economics teachers who participated in graduate courses or in curriculum workshops. Several were written by Susan Preston, home economics teacher at Lockport Senior High School, one of the teachers who field tested numerous modules. Mrs. Preston also reviewed many of the modules in this book and revised them as needed.

A Curriculum Advisory Committee did the overall planning for the series of which this volume is a part. Names of the members of that committee appear on page iv of *Home Economics Curriculum Planning Guidelines, Levels I and II.*

Curriculum design of this publication and the series of which it is a part is the responsibility of the Bureau of Occupational Education Curriculum Development, G. Earl Hay, Chief. Subject matter content is the responsibility of the Bureau of Home Economics Education, particularly Pearl P. Campbell, Associate, and Elizabeth A. Brown, Chief. E. Noah Gould, Associate in the first bureau named above, aided in organizing the content and then edited the manuscript and prepared it for publication. Comments about the publication and the series are solicited and should be directed to either Mr. Hay or Miss Brown.

Bureau of Occupational Education Curriculum Development

Bureau of Home Economics Education

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INTRODUCTION

The present approach to the planning of programs and development of instructional materials in home economics uses four subject areas and six content emphases. The subject areas are: Human Development; Housing, Furnishings, and Equipment; Food and Nutrition; Clothing and Textiles. The content emphases are: Management, Buymanship, Leisure, Career, Health and Safety, and Relationships.

This approach to home economics curriculum planning replaces the approach described in *Home Economics Education Syllabus for a Comprehensive Program.* However, the *Syllabus* remains a valuable reference for home economics education.

The titles of the three volumes now completed in the Home Economics Curriculum series (including the present one, Vol. 3) are:

Vol. 1. *Home Economics Education Curriculum Planning Guidelines, Levels I and II*

Vol. 2. *Home Economics Education Curriculum Planning Guidelines, Levels III, IV, and V*

Vol. 3. *Human Development Modules, Samples for Levels III, IV, and V*

A chart for a subject area and instructional level with learning outcomes suggested for each content emphasis is called the *Scope of Learnings* for the given subject area and level. Charts for the scope of learnings are:

Levels	Subject Areas	Vol.	Pages
I and II	All four	1	16-17 and 52-53
I and II	All four	2	10-11 and 12-13
III, IV, and V	All four	2	14-37
III, IV, and V	Human Development	3	4-5, 28-29, and 50-51

Definitions of terms used above are on pages 1-3 of both Vols. 1 and 2. Each of these two volumes also has a complete glossary of terms.

Arrangement of the Present Volume (Vol. 3)

The content of this book is intended as an aid to home economics teachers on levels III, IV, and V (Grades 9 through 12). Some pages can be duplicated for student use, but the material is primarily for the teacher. The arrangement of the material is also for the teacher's convenience.

The Chart of Human Development Modules on the next page shows the titles of all modules in this book. Locations of the modules themselves are shown on the Contents page.

The sample modules are grouped by instructional level, and a Scope of Learnings Chart precedes each group of modules. For each instructional level the sample modules are grouped by content emphasis in the order shown on the Contents page. Three sample modules are given for each content emphasis.

CHART OF HUMAN DEVELOPMENT MODULES

Samples for Levels III, IV, and V

This chart shows the titles of all sample modules included in this book.
The Contents page shows where to find the modules themselves.

CONTENT EMPHASES						
	MANAGEMENT	BUYMANSHIP	LEISURE	CAREER	HEALTH AND SAFETY	RELATIONSHIPS
Level III	Low-cost Activities for Children The Single Parent Values, Goals, and Decisions	Advertising Influences Financial Planning Purchasing Supplies for an Infant	Improving Leisure Time Party Etiquette Summer Crafts	Child Care Employment Working Conditions Working with Senior Citizens	Basic Health Care Practices Child Safety First Aid for Home Emergencies Healthy Weight Loss	Basic Human Needs, All Cultures Dating Relationships Family Functions Two Working Parents
Level IV	Human and Material Resources Life Insurance for the Young Family Planning a Wedding Pollution and Energy Control	Credit Use The Meaning of Credit Ratings Planned Vs. Impulse Buying	Cliques School and Community Leisure Activities Toys that Teach	Investigating a Specific Career Successful Employment Tuning Children into Stories	Alcoholism and the Family Drug Use and Abuse Growth and Development of Preschoolers	The Family in Various Cultures The Generation Gap Personality Development
Level V	Family Adjustment after Death The Family Checking Account Selecting Clothes for an Infant	Being an Informed Consumer Meeting Funeral and Financial Needs after Death in a Family Purchasing Infant Feeding Supplies	Children's Use of Television Making Leisure Time Worthwhile Volunteer Time The Working Parent	Finding a Job Putting the Best Foot Forward at Interview Time Social Services Available for Children and Minors Planning a Career	Birth Defects Breast Feeding Vs. Bottle Feeding Help! Parenthood Ahead! When Health Fails	Activities for Senior Citizens Dating Teenage Marriage

SAMPLE MODULES FOR LEVEL III

SCOPE OF LEARNINGS CHART
Human Development, Level III
(Learning Outcomes for Homemaking-Family Living)

MANAGEMENT	BUYMANSHIP	LEISURE
• Identify personal and family values and goals and reasons for them.	• Evaluate factors which influence personal desire for money.	• Use leisure time for greater personal development and self-fulfillment.
• Recognize the relationships of resources to achievement of goals.	• Be aware of the benefits from financial planning.	• Understand the concept of leisure in relation to physical characteristics, tastes, attitudes, time and finances.
• Analyze own resources and potential for developing additional resources.	• Identify personal attitudes and practices relating to money.	• Assess leisure time influences which are helpful to youth; also, factors which are hurtful.
• Understand the principles and elements of management and apply them to various personal and family situations.	• Know sources and types of assistance available to individuals and families for financial planning.	
	• Recognize how salable skills relate to buying power.	

Level III

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Investigate the meaning of work in a democratic society.	• Assist young children in building good nutritional habits and positive attitudes toward eating.	• Recognize the fundamental needs of all individuals.
• Identify and analyze personal qualities which would contribute to employability.	• Evaluate foods and diets in relation to needs of children and other family members.	• Appreciate the basic functions of a family unit.
• Recognize personal and social pressures influencing own future plans.	• Use principles of guidance which contribute to physical, emotional and social development of children.	• Assess types of relationships, factors which contribute to them and benefits or harm that can result from them.
• Evaluate potentials for employment in a variety of occupations related to well-being of children or family groups.	• Develop habit of scanning newspapers and periodicals for new information about nutrition or health care procedures.	• Recognize ways the home and community contribute to or impair growth and development of families.
• Be aware of the level of training, avenues for training, and requirements for employment in the area of human development, i.e., social services, the medical field or education.	• Have some skills and proficiency in caring for the sick at home.	• Analyze the stages in the family life cycle and relationships evolving around each.
• Recognize the value of various school subjects in relation to career area contemplated.	• Help make adjustments at home in time of illness.	• Be aware of the ranges in normal development of children and indications of serious deviations.
• Inventory own reactions to various job situations by researching several, making analyses of tasks in each.	• Act appropriately in time of illness or emergency.	• Analyze responsibilities of parents and other adults in a child's world from a child's birth to his/her adulthood.
		• Appreciate possible impact of various experiences that older people may have which contribute to a state of well-being or lack of it.

HUMAN DEVELOPMENT

MANAGEMENT
Level III: 9 hours

Module: LOW COST ACTIVITIES FOR CHILDREN

Learning Outcome:

Analyze own resources and potential for developing additional resources.

Behavioral Outcomes:

1. Identifies types of play activities and suitable equipment for the preschool child.
2. Determines low-cost methods for meeting a child's play needs.
3. Lists personal resources for helping a child in play.

Suggested Learning Experiences:

- Observe children's play activities and equipment at a nursery school or day care center. List activities and equipment. (1)*
- Read about children's activities and play equipment. Discuss types of play and related equipment needs. (1)
- Brainstorm ways to meet each of a child's play needs at little or no cost. (2)
- Make a piece of play equipment from low-cost or recycled items. Demonstrate use of the equipment to the class. (2)
- List human resources that appeal to children. Determine specific ways your own resources could benefit children. (3)
- FHA Experience: Volunteer to help with play activities at a day care center or nursery school. (1, 3)

Suggested Measurement of Student Progress:

- Develop a rating scale for evaluating children's play activities and equipment. (1, 2)
- Describe a low-cost activity or piece of equipment for each basic type of play activity. (2)
- Write essay: "My Personal Resources for Helping Children." (3)

Related Module Titles:

Child Care Employment
Child Safety

*Numbers in parentheses following a statement show the numbers of the behavioral outcomes (of the same page) to which the statement is related.

HUMAN DEVELOPMENT

MANAGEMENT
Level III: 5 hours

Module: THE SINGLE PARENT

Learning Outcome:

Recognize the relationships of resources to achievement of goals.

Behavioral Outcomes:

1. Identifies problems of the single parent.
2. Determines possible solutions for single-parent problems.
3. Cites community resources available to help the single parent.

Suggested Learning Experiences:

- Listen to men and women who are single parents describe their problems and ways to solve them. (1, 2)
- Develop class list of problems of the single parent. Divide into small groups to assess various solutions for each problem. (1, 2)
- Read about the emotional and legal aspects of divorce and death of a spouse. Report findings to class. Discuss possible effects on children. (1)
- Consult religious leaders, social agencies, and service directories and phone books to determine resources available to help the single parent. (3)
- FHA Experience: Volunteer to babysit for a single parent during times of emergency. (1, 2)

Suggested Measurement of Student Progress:

- Chart single-parent problems and possible solutions. (1, 2)
- Suggest appropriate community resources for specific single-parent problems. (3)

Related Module Titles:

Family Functions
Child Care Employment

HUMAN DEVELOPMENT

MANAGEMENT
Level III: 4 hours

Module: VALUES, GOALS, AND DECISIONS

Learning Outcome:

Identify personal and family values and goals and reasons for them.

Behavioral Outcomes:

1. Identifies ways that values are formed and expressed.
2. Lists personal goals and related values.
3. Explains the relationship of values and goals to decision making.

Suggested Learning Experiences:

- Complete a variety of value clarification exercises. Discuss ways that values are formed and expressed. (1)
- Make a list of the five most important of your personal goals. Identify the value or values related to each goal. (2)
- Record some decisions you have made in the past week. State the goal behind each decision. (3)
- Design a visual explanation of personal values and goals. (1, 2)
- React to case studies describing decision making. Identify values and goals on which each decision is based. (1, 2, 3)
- FHA Experience: Chart goals for FHA both short-term and long-term. Identify the values of your chapter which are related to the goals. (3)

Suggested Measurement of Student Progress:

- Cite examples of value expression. (1)
- Write a generalization about the relationship of values, goals, and decisions. (3)
- Design and show to the class a visual representation of your own values and goals. (2)

Related Module Titles:

Financial Planning
Improving Leisure Time

HUMAN DEVELOPMENT

BUYMANSHIP
Level III: 5 hours

Module: ADVERTISING INFLUENCES

Learning Outcome:

Evaluate factors which influence personal desire for money.

Behavioral Outcomes:

1. Explains the purpose of advertising.
2. Analyzes current advertisements for appeal and reliability.
3. Describes advertising's influence on personal and family spending.

Suggested Learning Experiences:

- Collect advertisements from newspapers and magazines. Work in small groups to determine purpose, appeal, truthfulness. Share ideas with the class. (1, 2)
- Determine several types of advertising appeal. Discuss television commercials that illustrate each of the different types. (2)
- Sort a collection of advertisements into groups of items the class presently buys, might buy, never buys. Discuss the influence of ads on purchases of each group. (3)
- Design an ad with the purpose of informing and one with the purpose of selling. (1)
- FHA Experience: Design advertisements for the purpose of giving information about and selling FHA. Display them in school. (1, 2)

Suggested Measurement of Student Progress:

- Identify purpose and appeal of selected advertisements. (1, 2)
- Write essay: "Don't Be Fooled by the Ads." (1, 2, 3)

Related Module Titles:

Financial Planning
Values, Goals, and Decisions

HUMAN DEVELOPMENT

BUYMANSHIP
Level III: 6 hours

Module: FINANCIAL PLANNING

Learning Outcome:

Be aware of the benefits from financial planning.

Behavioral Outcomes:

1. Identifies personal short-term and long-term financial goals.
2. Develops a personal financial plan.
3. Explains the advantages of financial planning for the high school student.

Suggested Learning Experiences:

- List money expenditures for previous week. Classify expenditures as planned or unplanned. Evaluate satisfaction with money use. Discuss. (3)
- Define *short-term goal* and *long-term goal*. Develop a list of personal short-term and long-term financial goals. (1)
- Compare a variety of student financial plans to determine the best personal format. Develop a personal fiancial plan based on financial goals. (2)
- Log weekly results of money expenditures when using financial plan. Discuss advantages of following a plan. (3)
- Prepare a chart or bulletin board illustrating the steps in financial planning. (2)
- FHA Experience: Reproduce financial plan blanks for student use. (2)

Suggested Measurement of Student Progress:

- Chart personal short term and long term financial goals. (1)
- List steps in financial planning and necessary information for a financial plan. (2)
- Write essay: "Do More With Your Money." (3)

Related Module Titles:

Values, Goals, and Decisions

HUMAN DEVELOPMENT

BUYMANSHIP
Level III: 8 hours

Module: PURCHASING SUPPLIES FOR AN INFANT

Learning Outcome:

Identify personal attitudes and practices relating to money.

Behavioral Outcomes:

1. Makes a list of supplies needed for an infant.
2. Explains factors that should be considered before purchasing supplies for an infant.
3. Applies principles of buymanship to supply choices.

Suggested Learning Experiences:

- Survey parents or others who care for babies about items most frequently used for a baby. Develop class list from survey information. (1)
- Discuss factors that influence supply choices with a panel of parents who have infant children. (2)
- Read about infant needs and development in various class references. Relate development to supply needs. (2)
- Visit several stores which provide infant's needs to compare cost, quality, and service. (3)
- Describe ways to cut the costs of supplies for an infant without sacrificing necessary quality. (2, 3)
- FHA Experience: Develop a set of consumer checklists for purchasing infant supplies. Distribute to parents of infants. (2, 3)

Suggested Measurement of Student Progress:

- Develop a collage illustrating supply needs for an infant. (1)
- List factors to consider before purchasing such supplies. (2)
- Use catalogs to choose a set of supplies for a low income family. Justify choices in terms of buymanship principles. (3)

Related Module Titles:

Advertising Influences

Module: IMPROVING LEISURE TIME

Learning Outcome:

Understand the concept of leisure in relation to physical characteristics, tastes, attitudes, time and finances.

Behavioral Outcomes:

1. Identifies common ways that leisure time is used by teenagers.
2. Distinguishes between positive and negative use of leisure time.
3. Determines ways to improve the quality of leisure time use.

Suggested Learning Experiences:

- Log your leisure time use for one week. Make class list of common uses of leisure from the logs of a number of students. (1)
- Collect pictures of positive and negative uses of leisure time. Share them with the class. (2)
- Brainstorm to list leisure activities. Rate each activity as positive or negative. Discuss reasons for ratings. (2, 3)
- Chart positive and negative class uses of leisure time. Discuss the reasons for negative uses and ways to improve time use. (3)
- FHA Experience: Set up a clinic to teach handicrafts to interested students. (3)

Suggested Measurement of Student Progress:

- Write essay: "Teen Leisure — Profit or Waste?" (1, 2)
- Develop a personal chart of leisure time use. Suggest ways to improve use of time. (2, 3)

Related Module Titles:

Summer Crafts

HUMAN DEVELOPMENT

LEISURE
Level III: 4 hours

Module: PARTY ETIQUETTE

Learning Outcome:

- Understand the concept of leisure in relation to physical characteristics, tastes, attitudes, time, and finances.

Behavioral Outcomes:

1. Defines the responsibilities of the host or hostess at a party.
2. Compare the formal, semiformal, and informal party: atmosphere, activities, dress, food.
3. Determines factors that make a party successful.

Suggested Learning Experiences:

- Use etiquette books and other reference books to develop class definitions of *formal*, *semiformal*, and *informal* parties. (2)
- Role-play formal, semiformal, and informal party situations. Discuss the responsibilities of a host. (1)
- Divide into groups to plan a specific type of party. Each group should then present its plan to the class for suggestions and evaluation. (2)
- Share descriptions of successful and unsuccessful parties. Analyze the reasons for failure or success of a party. (3)
- Interview parents or other adults about factors that make a party successful. Compare their ideas with teen ideas. (3)
- FHA Experience: Plan a family party. After parties are held, share experiences at a meeting. (1, 2, 3)

Suggested Measurement of Student Progress:

- Match party descriptions with party type: formal, informal, or semiformal. (2)
- Make a collection of pictures of different party types. (2)
- Chart the responsibilities of a host or hostess. (1)
- Rate descriptions of party plans according to success probability. Explain the basis for each. (3)

Related Module Titles:

Dating Relationships
Improving Leisure Time

HUMAN DEVELOPMENT

LEISURE
Level III: 6 hours

Module: SUMMER CRAFTS

Learning Outcome:

Use leisure time for greater personal development and self fulfillment.

Behavioral Outcomes:

1. Investigates summer craft project possibilities.
2. Relates personal interests, skills, and local resources to project choices.
3. Constructs useful craft items from local resources and personal assets.

Suggested Learning Experiences:

- Examine books, magazines, and newspapers related to crafts. Make a list of ideas for craft projects. (1)
- Collect examples of craft items for class display. Describe skills and materials needed for each item. (1, 2)
- Gather local materials that have craft possibilities. Discuss possible uses related to your own interests and skills. (1, 2)
- Construct craft items from local resources. Demonstrate construction techniques to the class. (3)
- FHA Experience: Invite local craft experts to demonstrate techniques and teach basic skills. (1)

Suggested Measurement of Student Progress:

- Prepare a chart or bulletin board illustrating summer craft ideas. (1)
- Display completed craft projects. List human and material resources used for each project. (2, 3)

Related Module Titles:

Improving Leisure Time

HUMAN DEVELOPMENT

CAREER
Level III: 7 hours

Module: CHILD CARE EMPLOYMENT

Learning Outcome:

Evaluate potentials for employment in a variety of occupations related to well-being of children or family groups.

Behavioral Outcomes:

1. Identifies entry-level jobs in the community related to child development.
2. Determines desirable qualities in a teenager that appeal to children.
3. Explains the responsibilities of a child care employee.
4. Describes benefits and opportunities for teenagers working in entry-level jobs related to child development.

Suggested Learning Experiences:

- Use community directories and phone books to develop a list of entry-level job possibilities related to child development. (1)
- Discuss child care work with a panel of child care employees. (2, 3, 4)
- Visit a day care center or nursery school to observe and discuss entry-level job possibilities, responsibilities in the jobs, and chances for advancement. (1, 3, 4)
- Role play situations illustrating desirable and undesirable qualities of teenagers working with children. (2)
- Design a bulletin board illustrating entry-level and future job possibilities in child development areas. (1, 4)
- FHA Experience: Invite a school guidance counselor to discuss educational programs related to child development careers. Write to various colleges and universities for further information. (4)

Suggested Measurement of Student Progress:

- Summarize the discussion with child care employees mentioned above. (2, 3, 4)
- List personal assets and weaknesses in relation to fulfilling child care responsibilities and appealing to children. (2, 3)
- Write essay: "Entry-Level Jobs With a Future in Child Care Employment." (4)

Related Module Titles:

Seeking a Job
Working Conditions
Child Safety
Low Cost Activities for Children

HUMAN DEVELOPMENT

CAREER
Level III: 3 hours

Module: WORKING CONDITIONS

Learning Outcome:

Inventory own reactions to various job situations by researching several, making analyses of tasks in each.

Behavioral Outcomes:

1. Compares working conditions in various employment situations.
2. Determines own reactions to possible working conditions.

Suggested Learning Experiences:

- Develop a class chart of probable production requirements, physical working conditions; hours, vacations, sick days, and insurance benefits for several different jobs. (1)
- Investigate working conditions in one type of employment. Present oral report to class. (1)
- Visit a business or industrial firm with a variety of employment situations. Observe various working conditions in the firm. Rate the jobs you observe as to desirability. (1, 2)
- Complete values clarification exercises related to working conditions. (2)
- FHA Experience: Invite a social studies teacher to speak about the history of the labor movement. (2)

Suggested Measurement of Student Progress:

- Describe personal minimum acceptable conditions for each category of working condition. (2)
- Design promotional posters for several different types of employment. Base the promotion on good working conditions. (1)

Related Module Titles:

Seeking a Job

HUMAN DEVELOPMENT

CAREER
Level III: 3 hours

Module: WORKING WITH SENIOR CITIZENS

Learning Outcome:

Be aware of the level of training, avenues for training, and requirements for employment in the area of human development, i.e., social services, the medical field, or education.

Behavioral Outcomes:

1. Identifies career opportunities related to work with senior citizens.
2. Describes personal characteristics, educational preparation, and job requirements for working with senior citizens.
3. Evaluates own personal interest in working with senior citizens.

Suggested Learning Experiences:

- Take a trip to a senior citizen center or a nursing home to observe and discuss career opportunities, personal qualifications needed, and job requirements for work with senior citizens. (1, 2)
- Do research in a library or guidance center on necessary qualifications for work with senior citizens including personal and educational qualifications. (1, 2)
- Read about needs of senior citizens in library or class resources. Relate the needs to the qualifications required of a person to work with senior citizens. (2)
- Visit a senior citizen to talk about interests and needs. Evaluate your own impressions and feelings about the visit. (2, 3)
- FHA Experience: Plan an activity for senior citizens based on their needs and interests. Present the plan to the activities director at a nursing home or senior citizens center and ask for reactions. (2, 3)

Suggested Measurement of Student Progress:

- List careers related to work with senior citizens and schools offering preparation for these careers. (1, 2)
- Write essay: "I Would (Would Not) Choose to Work with Senior Citizens Because...." (2, 3)

Related Module Titles:

Working Conditions
Basic Health Care Practices
Basic Human Needs

HUMAN DEVELOPMENT

HEALTH & SAFETY
Level III: 7 hours

Module: BASIC HEALTH CARE PRACTICES

Learning Outcome:

Have some skills and proficiency in caring for the sick at home.

Behavioral Outcomes:

1. Uses correct health care procedures: taking temperature and pulse, applying hot and cold packs, treating minor cuts and burns, administering medications.
2. Plans and makes accessories to keep a patient's room comfortable, attractive, and convenient.
3. Identifies procedures for reporting to a doctor and maintaining health records.

Suggested Learning Experiences:

- View demonstration by a school nurse on health care procedures. Practice the procedures following the demonstration. (1)
- Divide into small groups to list ideas for improving a patient's room. Have each small group present its ideas to the rest of the class for evaluation. (2)
- Prepare one of the following: back rest, bedside tray, flower container, waste container, decorative eating tray. (2)
- Role-play situations requiring reports to a doctor. (3)
- Develop a chart for keeping health records. (3)
- FHA Experience: Make accessories for a patient's room to donate to a nursing home or hospital. (2)

Suggested Measurement of Student Progress:

- Demonstrate basic health care procedures to the class. (1)
- Develop a rating scale for accessories to be used in the room of a sick person. (2)
- Evaluate the accuracy of the information given in the role-playing situations referred to above. (3)

Related Module Titles:

First Aid for Home Emergencies
Working With Senior Citizens

HUMAN DEVELOPMENT

HEALTH & SAFETY
Level III: 6 hours

Module: CHILD SAFETY

Learning Outcome:

Use principles of guidance which contribute to physical, emotional, and social development of children.

Behavioral Outcomes:

1. Identifies physical factors necessary for the health of a child.
2. Describes hazards a child might be exposed to.
3. Determines safety procedures that can be taught to children.

Suggested Learning Experiences:

- Collect newspaper accounts of accidents involving children. List the causes of accidents described and possible preventive measures. (2, 3)
- React to case studies describing health and safety hazards a child might encounter. Identify the hazards clearly and discuss ways of eliminating the hazards. (1, 2)
- Read about physical health requirements of children including nutrition, clothing, exercise, and health care. (1)
- Make a collage illustrating ways to meet a child's physical health requirements. (1)
- Demonstrate an effective way to teach a child a safety procedure. (3)
- FHA Experience: Visit a nursery school or day care center and teach several safety procedures to the children. (3)

Suggested Measurement of Student Progress:

- Describe to the class the collage (mentioned above) of the child's physical health needs. (1)
- Write essay: "Teach Your Child Safety." (3)
- Chart potential safety hazards which could threaten children. (2)

Related Module Titles:

First Aid for Home Emergencies
Child Care Employment
Low Cost Activities for Children

HUMAN DEVELOPMENT

HEALTH & SAFETY
Level III: 6 hours

Module: FIRST AID FOR HOME EMERGENCIES

Learning Outcome:

Act appropriately in time of emergency.

Behavioral Outcomes:

1. Lists common emergencies that occur in the home.
2. Identifies basic first aid treatments for common household emergencies.
3. Develops a first aid kit for home use.

Suggested Learning Experiences:

- Survey parents about common emergencies that occur in the home. Develop the information obtained into class chart. (1)
- Read articles on treatment of common emergencies. Demonstrate one treatment to the class. (2)
- Compile a list of emergency phone numbers and poison control centers. (2)
- Gather items that should be found in a first aid kit. Make kit for home use. (3)
- Role-play emergency situations showing how to treat each emergency. (2)
- FHA Experience: Reproduce lists of emergency phone numbers and first aid treatments for distribution. (2)

Suggested Measurement of Student Progress:

- List common home emergencies. (1)
- Compare first aid kits for schools, using criteria established by the Red Cross. (3)
- Evaluate techniques shown by classmates in basic first aid treatments. (2)
- For several emergencies state the proper first aid treatment. (2)

Related Module Titles:

Child Safety
Basic Health Care Practices

HUMAN DEVELOPMENT

HEALTH & SAFETY
Level III: 7 hours

Module: HEALTHY WEIGHT LOSS

Learning Outcome:

Evaluate foods and diets in relation to needs of children and other family members.

Behavioral Outcomes:

1. Identifies factors related to weight loss.
2. Explains the importance of proper nutrition and exercise while losing weight.
3. Determines personal need for weight loss.
4. Evaluates the safety of popular diets.

Suggested Learning Experiences:

- Read about weight loss in various class and library references. List factors that determine healthy weight loss. (1, 2)
- Calculate caloric intake and energy expenditure for several cases of people in various activities. (1)
- Find pictures of low calorie and high calorie foods. Arrange low calorie foods into nutritionally adequate meals. (1, 2)
- Use standard teen weight charts to evaluate your own weight. (3)
- Collect examples of popular diets from magazines and books. Check each diet for proper nutrition and caloric intake. (4)
- Discuss popular diets with your school nurse to determine if they are safe. (4)
- FHA Experience: Set up a weight loss clinic in cooperation with the school nurse. (1, 2, 3)

Suggested Measurement of Student Progress:

- Plan nutritionally safe weight loss programs for a large weight loss and a small weight loss. (1, 2)
- List your personal weight goals. (3)
- Chart the safety ratings of popular diets. (4)

Related Module Titles:

Values, Goals, and Decisions

HUMAN DEVELOPMENT

RELATIONSHIPS
Level III: 6 hours

Module: BASIC HUMAN NEEDS, ALL CULTURES

Learning Outcome:

Recognize the fundamental needs of all individuals.

Behavioral Outcomes:

1. Identifies basic human needs.
2. Compares ways of meeting basic human needs in various cultures.
3. Evaluates personal attitudes and behaviors with regard to people of other cultures.

Suggested Learning Experiences:

- List examples of ways basic human needs are met in the United States. (1, 2)
- Invite foreign exchange students to discuss traditions, customs, and family life in their countries. (2)
- Present a report to the class on the cultural traditions and life style of another country. Compare to United States. (2)
- Complete open-ended questions to clarify your own values about people of other cultures. (3)
- Relate experiences in buzz groups which show lack of understanding of another individual's cultural background. (3)
- FHA Experience: Invite people who have visited other countries to participate in a slide show and discussion related to satisfying basic human needs. (1, 2)

Suggested Measurement of Student Progress:

- Collect pictures illustrating basic human needs. (1)
- Set up a display or bulletin board to illustrate ways basic needs are met in other cultures. (2)
- Write essay: "Knowledge of Other Cultures Affects Relationships." (2, 3)

Related Module Titles:

Values, Goals, and Decisions

Module: DATING RELATIONSHIPS

Learning Outcome:

Assess types of relationships, factors which contribute to them, and benefits or harm that can result from them.

Behavioral Outcomes:

1. Cites ways of becoming acquainted with the opposite sex.
2. Identifies personality characteristics which contribute to positive dating relationships.
3. Determines ways to maintain good relationships with parents during the dating years.

Suggested Learning Experiences:

- Develop a class questionnaire on personality characteristics as they correlate with satisfactory dating. Distribute to classmates for completion. Tabulate the results. Discuss. (2)
- Divide into buzz groups to discuss ways to meet possible dates. Share ideas with class. (1)
- Write short descriptions of different dating situations. Role-play selected situations. Discuss. (2)
- List rules for good relationships with parents. (3)
- Debate dating problems as teens and then as parents of teenagers. (2, 3)
- FHA Experience: Write an article for the school newspaper based on the results of the dating questionnaires. (2)

Suggested Measurement of Student Progress:

- List your own strengths and weaknesses as they might affect your ability to have satisfactory dates. (2)
- Write essay: "Help for the Lonely Teen." (1)
- React to case studies describing problems between a dating teenager and his or her parent. Suggest positive solutions. (3)

Related Module Titles:

Improving Leisure Time

HUMAN DEVELOPMENT

RELATIONSHIPS
Level III: 6 hours

Module: FAMILY FUNCTIONS

Learning Outcome:

Appreciate the basic functions of a family unit.

Behavioral Outcomes:

1. Compares past and present functions of a family.
2. Identifies ways the family meets the physical, emotional, and social needs of children.
3. Clarifies personal values about functions of a family.

Suggested Learning Experiences:

- Do library research on family functions in the past. Report to the class. Compare to present-day functions of the family. (1)
- Discuss family functioning with people from various family types. These could include families with: one child, several children, a single parent, parents who both work, or a grandparent living in. (1, 2)
- Complete a series of value clarification exercises on family functions. (3)
- Divide into small groups to list ways of performing each family function. Then evaluate the list individually. (2, 3)
- React to a case study about a family in which both parents are unemployed. Explain how the unemployment can affect the providing of basic human needs to members of the family. (2, 3)
- Watch a television show about a family to identify ways needs are met. (2)
- FHA Experience: Debate the question, "Should both parents work?" (2, 3)

Suggested Measurement of Student Progress:

- Write essay: "Are Families Improving?" (1, 2, 3)
- Describe the ideal family. (2, 3)
- Chart common ways family needs are met today. (2)

Related Module Titles:

Two Working Parents
The Single Parent

HUMAN DEVELOPMENT

RELATIONSHIPS
Level III: 4 hours

Module: TWO WORKING PARENTS

Learning Outcome:

Analyze responsibilities of parents and other adults in a child's world from a child's birth to his/her adulthood.

Behavioral Outcomes:

1. Identifies factors related to both parents working that could affect a child's development.
2. Cites possible solutions to child care problems when both parents work.
3. Evaluates the advantages and disadvantages of both parents working.

Suggested Learning Experiences:

- Debate: "Both parents should not work outside the home." (1, 3)
- Listen to a panel of parents discuss advantages and disadvantages of both parents working. (1, 2, 3)
- Survey families with dual employment and identify their methods for handling child care problems. Develop a class list from the surveys. (2)
- Read about influences on a child's development. Relate the information to dual parental employment. (1)
- Talk to children with two working parents and identify their feelings. (1, 3)
- FHA Experience: Visit several day care centers to compare methods for encouraging the child's development. Develop a list of "Things to Look For When Choosing a Day Care Center." Distribute the list to interested parents. (1, 2)

Suggested Measurement of Student Progress:

- List advantages and disadvantages of both parents working. (3)
- Chart possible solutions to child care problems. Rate the items on the list according to possible effect on a child's development. (1, 2)

Related Module Titles:

The Single Parent
Family Functions
Values, Goals, and Decisions

SAMPLE MODULES FOR LEVEL IV

SCOPE OF LEARNINGS CHART
Human Development, Level IV
(Learning Outcomes for Homemaking-Family Living)

MANAGEMENT	BUYMANSHIP	LEISURE
• Relate the meaning and importance of management to personal and family living.	• Identify those elements in personal and family living which combine to form personal and family economic status.	• Recognize responsibilities of adults in guiding play and recreation of children.
• Identify some personal and family values and goals and see relationships to management.	• Know sources of money income and influences determining amount available to the individual and family.	• Plan leisure time to provide individual and family recreation.
• Understand the importance of managing resources.	• Recognize factors influencing personal and family spending.	• Assume responsibilities in planning individual and family recreation.
• Relate the need for careful decisions and evaluations in effective management.	• Analyze the advantages and disadvantages of both cash and credit buying for varying situations.	• Investigate community resources for opportunities to develop individual interests and provide services to others.
• Be able to isolate problems, analyze them, recognize alternative means of dealing with them, and make appropriate decisions.	• Recognize the importance of planned use of income in terms of short- and long-term goals.	
• Understand basics about financial reports, banking, and insurance which most adults deal with.	• Understand basic information required to prepare home tax returns and other financial statements.	

Level IV

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Become aware of forces which influence the employment situation.	• Realize the need for evaluating problems facing families when sickness occurs.	• Understand the developmental levels, needs and principles of guidance when working with children of various ages.
• Recognize impact of personal habits, attitudes, behavior, and appearance for success in the world of work.	• Recognize potential dangers from nonprofessional diagnoses and self-medication.	• Appreciate differences in child rearing practices among various cultures.
• Know where to seek information regarding job responsibilities.	• Recognize and analyze physical and emotional conditions of individuals that signal potential health and safety hazards.	• Recognize factors which influence variations in values and goals among individuals and families.
• Identify factors which affect availability of employment in child development, family and community services.	• Know typical and atypical growth and development patterns from infancy to adolescence and ways of dealing with them.	• Examine own feelings and attitudes about various aspects of life and living.
• Recognize how field of employment affects time, money, energy, inclinations toward and choices of leisure time activities.	• Recognize differences in physical and social development of males and females, and cultural influences that help or hinder.	• Know common basic characteristics of all societies and see the need for compatible relationships among them and with them.
• Analyze tasks related to a career of high personal interest and investigate training programs for it.	• Be aware of human and material resources available in the community to assist in the care of the sick, the care and protection of children and in time of stress.	• Examine societal problems and ways individuals, families and communities adopt or resist changes related to them.
	• Recognize the value of providing for financial assistance for medical and health care maintenance.	• Realize how personal habits, hygiene, general attitude, and degree of thoughtfulness affect the well being of family members, associates, and community members in general.

HUMAN DEVELOPMENT

MANAGEMENT

Level IV: 4 hours

Module: HUMAN AND MATERIAL RESOURCES

Learning Outcome:

Identify some personal and family values and goals and see relationships to management.

Behavioral Outcomes:

1. Lists personal short range and long range goals.
2. Identifies human and material resources for goal accomplishment.
3. Determines methods for maximizing present resources and obtaining additional resources.

Suggested Learning Experiences:

- Define *resource* and *goal* according to a standard dictionary. Brainstorm to list examples of goals and resources. (1,2)
- List some personal short-range and long-range goals. Relate goals to available resources. (1,2)
- Identify short-range and long-range goals from case studies about high school students. Discuss possible resources for accomplishment of these goals. (1,2)
- Role play situations where limited resources prevent goal accomplishment. Discuss ways to improve resources. (3)
- FHA Experience: Determine long-range club goals. Plan projects for obtaining resources for goal accomplishment. (1,2,3)

Suggested Measurement of Student Progress:

- For a stated long-range goal identify resources which can help reach that goal. After listing the resources, identify those which are human resources and those which are material. (1,2)
- Write a case study about a teenager who has increased personal resources in order to attain a goal. (3)

Related Module Titles:

Personality Development
Choosing a Career

HUMAN DEVELOPMENT

MANAGEMENT
Level IV: 4 hours

Module: LIFE INSURANCE FOR THE YOUNG FAMILY

Learning Outcome:

Understand basics about financial reports, banking, and insurance which most adults deal with.

Behavioral Outcomes:

1. Explains the purposes of the different types of life insurance available to a family.
2. Identifies factors that influence insurance premiums.
3. Describes family insurance needs at different stages in the life cycle.

Suggested Learning Experiences:

- Discuss with an insurance agent types of life insurance, premiums, and ways to determine needs. (1,2,3)
- React to taped interviews about changing insurance needs. (3)
- Prepare individual research reports on one type of life insurance. Report to class. (1,2,3)
- FHA Experience: Plan a meeting to which you invite a lawyer to talk about the questions newlyweds should ask when buying life insurance. (1,2,3)

Suggested Measurement of Student Progress

- Summarize an insurance agent's presentation for one type of life insurance. (1,2,3)
- Write essay: "Life Insurance Needs for Various Types of Families." (3)
- List types of life insurance and factors that influence premiums. (1,2)

Related Module Title:

Human and Material Resources

HUMAN DEVELOPMENT

MANAGEMENT
Level IV: 6 hours

Module: PLANNING A WEDDING

Learning Outcome:

Relate the need for careful decisions and evaluations in effective management.

Behavioral Outcomes:

1. Identifies wedding style possibilities.
2. Explains factors that influence choice of wedding style.
3. Develops a management plan for a preferred wedding style.

Suggested Learning Experiences:

- Survey parents, friends, and relatives about wedding styles and plans. Share information with class. (1,2,3)
- Collect advertisements from local newspapers showing types of weddings. Discuss preparations indicated by wedding descriptions. (1,3)
- Read about wedding preparation in current magazines. Develop a list of procedures to be followed in preparing for several types of weddings. (3)
- Identify from case studies, factors that influence choice of wedding style. (2)
- Design a wedding book illustrating a management plan for your own wedding. (3)
- FHA Experience: Invite a local bridal consultant to discuss wedding plans. (3)

Suggested Measurement of Student Progress:

- List factors that influence choice of wedding style. (2)
- Collect or draw illustrations of commonly used wedding styles. (1)
- Pick a wedding style and prepare an outline of a management plan for it. (3)

Related Module Title:

Human and Material Resources

HUMAN DEVELOPMENT

MANAGEMENT
Level IV: 6 hours

Module: POLLUTION AND ENERGY CONTROL

Learning Outcome:

Understand the importance of managing resources.

Behavioral Outcomes:

1. Identifies home sources of pollution and energy waste.
2. Explains methods of fighting pollution and easing the energy crisis.
3. Determines short-range and long-range reasons for preservation of natural resources.

Suggested Learning Experiences:

- Draw posters depicting pollution problems. Display posters at local businesses. (1,2)
- Participate in cleanup of school interior and grounds. (1,2)
- Observe sources of pollution and energy waste at home. Brainstorm to list ways to conserve energy in the home. (1,2)
- Collect newspaper and magazine articles describing short- and long-range pollution problems. Present to class. (1,2,3)
- Listen to speaker from local power company discuss methods of energy conservation. (2,3)
- FHA Experience: Make craft items for children from recycled materials. Donate to local children's hospital. (2)

Suggested Measurement of Student Progress:

- Find potential sources of pollution from picture samples. Describe ways to avoid potential pollution. (1,2)
- List personal goals for saving energy and controlling pollution. State reasons for goals. (3)

Related Module Title:

Human and Material Resources

HUMAN DEVELOPMENT

BUYMANSHIP
Level IV: 6 hours

Module: CREDIT USE

Learning Outcome:

Analyze the advantages and disadvantages of both cash and credit buying for varying situations.

Behavioral Outcomes:

1. Examines personal attitudes toward the use of credit.
2. Identifies types and sources of credit for consumers in the community.
3. Compares the costs of credit.
4. Describes the advantages and disadvantages of using credit.

Suggested Learning Experiences:

- Complete value clarification exercises related to credit. Discuss current attitudes about credit — your own and those of others. (1)
- React to case studies describing credit use and misuse. Determine the advantages and disadvantages of credit use including the liabilities assumed by the credit user. (4)
- Research types and sources of credit. Use phone book to list sources in the community. Consult chamber of commerce for others. Classify the sources by type. (2)
- Hear an authority speak about consumer credit: costs, ratings, sources, misuse. (2, 3, 4)
- Select a piece of furniture you might want to buy on installments. Compute the credit costs using the appropriate interest rate and down payment. Compare the total cost with the cash price. (3)
- Determine the qualifications needed to buy a piece of furniture on the installment plan. (4)
- Assess possible outcomes should credit be over-extended or if an unexpected financial crisis occurs. Identify possible solutions to the problem and sources of help. (4)
- FHA Experience: Design consumer charts on credit use. Display them in school or community facilities. (3, 4)

Suggested Measurement of Student Progress:

- React to case studies describing credit needs of several families. Select appropriate credit sources and justify your choices. (2, 3)
- Write essay: "Credit Is (Is Not) For Me." (1, 4)
- List advantages and disadvantages of credit use. (4)

Related Module Titles:

Shopping Strategies

HUMAN DEVELOPMENT

BUYMANSHIP
Level IV: 5 hours

Module: THE MEANING OF CREDIT RATINGS

Learning Outcome:

Analyze the advantages and disadvantages of both cash and credit buying for varying situations.

Behavioral Outcomes:

1. Identifies influences that determine credit ratings.
2. Appraises the advantages of maintaining a good credit rating.
3. Establishes guidelines for managing credit dealings while maintaining a good rating.
4. Evaluates alternatives for credit when rating is poor.

Suggested Learning Experiences:

- Visit a local department store to learn what criteria are used for granting credit and how to obtain an application for establishing credit. (1,2)
- Invite a representative from a loan company to explain the loan procedures of his company, and to present typical case histories of borrowers. (1,2,4)
- Discuss the advantages of having a good credit rating and consider the alternatives for a person who cannot secure such a rating. (4)
- Compile some guidelines for a person who wants to maintain a good credit rating. (3)
- FHA Experiences: Each student is to interview a store manager to determine how that store depends on and uses credit ratings and how it handles customers whose ratings limit their purchases. Students are to report findings to class. (1,2)

Suggested Measurement of Student Progress:

- Written quiz: (a) What is the purpose of a credit investigation of an individual? (b) Explain three types of credit references considered in a credit investigation. (1)
- Formulate two generalizations, one on being able to obtain credit and one about when to use credit. (1,2,3)
- Develop a chart listing types of credit (for example, short-term loan, installment buying, etc.) when used, sources, advantages, and disadvantages of each. (3)
- Specify and assess alternatives open to various persons with poor credit ratings. (4)

HUMAN DEVELOPMENT

BUYMANSHIP
Level IV: 4 hours

Module: PLANNED VERSUS IMPULSE BUYING

Learning Outcome:

Recognize the importance of planned use of income in terms of short- and long-term goals.

Behavioral Outcomes:

1. Explains the importance of time planning for shopping success.
2. Compares stores for quality, service, and cost.
3. Evaluates the results of impulse buying vs. planned buying.

Suggested Learning Experiences:

- Collect several advertisements for food, clothing, and furniture. Analyze them for specific information which could help in deciding which to buy. (2)
- Interview store managers to determine the best time to shop for groceries and clothing. Take into account season, time of day, and day of the week. Report the results. (1)
- Visit several local stores with several specific grocery items in mind. Gather information on the quality and cost of the items and on the service provided by the stores. Working with fellow students, tabulate the information obtained by the class. (2)
- Report on your personal experiences in impulse buying. If possible, display what you bought. Explain how your purchase could have been improved. (3)
- FHA Experience: Design display charts illustrating "Buymanship Hints." (1, 2, 3)

Suggested Measurement of Student Progress:

- Write essay: "Keys to Good Buymanship." (1, 2, 3)
- From the data tabulated in a learning experience above on cost, quality, and service in buying gorceries, determine which store you would buy all your groceries in to achieve monetary economy. (2)
- Cite advantages and disadvantages of impulse buying and planned buying. (3)

Related Module Titles:

Credit Use

HUMAN DEVELOPMENT

LEISURE
Level IV: 5 hours

Module: CLIQUES

Learning Outcome:

Assume responsibilities in planning individual and family recreation.

Behavioral Outcomes:

1. Cites common reasons that teens form cliques.
2. Explains ways that cliques influence time use.
3. Compares the advantages and disadvantages of clique membership.

Suggested Learning Experiences:

- Develop class definition of *clique*. List cliques present in school. (1)
- Divide into small groups to discuss: reasons for clique formation, advantages and disadvantages, alternatives. (1, 3)
- Survey peers to determine amount of time spent with cliques. Present results to class. (2)
- Complete open-ended questions to clarify personal values about clique membership. (1, 2, 3)
- React to case studies about clique membership. Determine advantages and disadvantages. (3)
- FHA Experience: Invite the school psychologist to discuss motivations for clique membership. (1)

Suggested Measurement of Student Progress:

- List advantages and disadvantages of clique membership. (3)
- Write essay: "Plan Your Own Time Use." (2)
- Write a case study describing clique membership. (1, 2, 3)

Related Module Titles:

Personality Development
School and Community Leisure Activities

HUMAN DEVELOPMENT

LEISURE

Level IV: 4 hours

Module: SCHOOL AND COMMUNITY LEISURE ACTIVITIES

Learning Outcome:

Investigate community resources for opportunities to develop individual interests and provide services to others.

Behavioral Outcomes:

1. Lists school and community leisure activities available to teenagers.
2. Investigates student interest and participation in available leisure activities.
3. Determines ways to improve the available leisure activities in the school and community.

Suggested Learning Experiences:

- Brainstorm to list available leisure activities for teenagers. Categorize for types of development they promote. (1)
- Develop a rating scale to determine interest and participation in leisure activities. Survey peers. Tabulate results. (2)
- Discuss activities improvement with a panel of school club leaders. (3)
- Write to a variety of schools and chambers of commerce for information on leisure programs for teens? Contact local chambers of commerce and religious institutions for information on area leisure time activities for all ages.
- FHA Experience: Use leisure activity information to redesign FHA activities. Design an attendance graph to rate activity improvement. (3)

Suggested Measurement of Student Progress:

- Plan a leisure activity for students based on leisure interest information. Describe reasons for expected success of the activity. (2, 3)
- Chart leisure activities available to teens. (1)

Related Module Titles:

Time for Cliques

HUMAN DEVELOPMENT

LEISURE
Level IV: 8 hours

Module: TOYS THAT TEACH

Learning Outcome:

Recognize responsibilities of adults in guiding play and recreation of children.

Behavioral Outcomes:

1. Identifies developmental needs of the preschool child.
2. Evaluates the teaching value of toys commonly used by preschool children.
3. Explains the role of the adult in guiding the child's use of toys.

Suggested Learning Experiences:

- Read about the preschool child's development in library and class references. Discuss social, emotional, intellectual, and physical developmental needs. (1)
- Take a class field trip to a nursery school or day care center to observe children at play. Discuss observations: toys available, role of teacher, characteristics of children. (1, 2, 3)
- View films showing children at play. Discuss adult responsibilities in guiding play. (1, 2, 3)
- Collect toys commonly used by preschool children. Rate teaching value according to a scale developed by the class. (2)
- Construct simple toys to encourage development in a specific area. (1, 2)
- FHA Experience: Plan a party for a small group of preschool children and their mothers. Base activities and toys on developmental needs. (1, 2, 3)

Suggested Measurement of Student Progress:

- Construct a checklist for preschool play observations based on a child's developmental needs. (1)
- Present an oral report on the teaching value of a toy constructed in class. (2)
- Chart advice for adults in guiding a child's toy use. (3)

Related Module Titles:

Tuning Children Into Stories
Growth and Development of Preschoolers

HUMAN DEVELOPMENT

CAREER
Level IV: 4 hours

Module: INVESTIGATING A SPECIFIC CAREER

Learning Outcome:

Analyze tasks related to a career of high personal interest and investigate training programs for it.

Behavioral Outcomes:

1. Identifies personal and educational requirements for a possible career.
2. Describes actual working conditions and job requirements of a possible career.
3. Lists specific programs available for career preparation.

Suggested Learning Experiences:

- Interview a person employed in a selected career to determine preparation requirements, working conditions, and training programs. (1, 2, 3)
- Observe people working in their selected careers at their places of employment. Discuss job requirements with a management person. (1, 2)
- Discuss available programs and personal qualifications for the selected career with a guidance counselor. (1, 3)
- Do research in library or guidance office on the selected career. (1, 2, 3)
- FHA Experience: Investigate the feasibility of a work experience program, after consulting with the guidance department. Participate in such a program, if possible. (2)

Suggested Measurement of Student Progress:

- Write a summary of experiences in observing and interviewing jobholders. (1, 2, 3)
- Develop a personal set of goals for career preparation. (1, 3)
- List present strengths and weaknesses as they relate to a selected career. (1)
- Chart training programs available for the selected career. (3)

Related Module Titles:

Successful Employment
Human and Material Resources

HUMAN DEVELOPMENT

CAREER
Level IV: 5 hours

Module: SUCCESSFUL EMPLOYMENT

Learning Outcome:

Recognize impact of personal habits, attitudes, behavior, and appearance for success in the world of work.

Behavioral Outcomes:

1. Lists factors which contribute to positive employee-employer relationships.
2. Describes ways to deal with work dissatisfaction.
3. Explains factors that increase chances for advancement in the world of remunerative work.

Suggested Learning Experiences:

- Listen to a panel of employers discuss employer-employee relationships. (1, 2, 3)
- Develop a class rating scale for prediction of employment success. Rate yourself on this scale. (1)
- Role play situations involving work dissatisfaction. Show different ways to handle each problem. Discuss. (2)
- Talk with employed persons about factors that contribute to job satisfaction and advancement. Relate the results to the class. (3)
- FHA Experience: Plan and carry out an informal gathering of working classmates to discuss teen employment. Report back to the class. (1, 2, 3)

Suggested Measurement of Student Progress:

- Summarize factors that contribute to positive employer relationships. (1)
- Cite solutions for problems involving work dissatisfaction. (2)
- Write essay: "Planning Job Advancement." (3)

Related Module Titles:

Choosing a Career

HUMAN DEVELOPMENT

CAREER
Level IV: 6 hours

Module: TUNING CHILDREN INTO STORIES

Learning Outcome:

Identify factors which affect availability of employment in child development, family, and community services.

Behavioral Outcomes:

1. Selects appropriate stories for children 3 and 4 years old.
2. Demonstrates the ability to read stories to children with emphasis, clarity, and enthusiasm.
3. Identifies employment opportunities related to children where reading skills can be used.

Suggested Learning Experiences:

- Discuss storytelling techniques and story choices with school librarian. (1, 2)
- Visit a children's library to examine and discuss books for children 3 and 4 years old. Develop a list of appropriate books. (1)
- Observe a nursery school or day care center at story time. Discuss characteristics of the children and how the teacher's storytelling technique is related to those characteristics. Report observations to classmates and discuss what was learned. (1, 2)
- Divide into small groups and practice storytelling. Tape practice sessions and analyze the results. (2)
- Brainstorm to develop a list of careers where storytelling could be used. Do individual research on one career listed. Report to the class. (3)
- FHA Experience: Volunteer to read stories to children in a nursery school, day care center, or hospital. (1, 2)

Suggested Measurement of Student Progress:

- Select appropriate books for children 3 and 4 years old. Justify the choices. (1)
- Create a checklist of criteria for good storytelling. (2)
- Chart employment possibilities related to children where storytelling could be used. (3)

Related Module Titles:

Toys That Teach
Growth and Development of Preschoolers

Module: ALCOHOLISM AND THE FAMILY

Learning Outcome:

Recognize the need for evaluating problems facing families when sickness occurs.

Behavioral Outcomes:

1. Identifies common problems a family encounters when a member of the family is an alcoholic.
2. Determines positive ways to deal with alcohol problems in a family.
3. Identifies community services that aid the alcoholic and the family of the alcoholic.

Suggested Learning Experiences:

- Role play a variety of situations which may occur when a family member is an alcoholic. (1, 2)
- Listen to a speaker from Alcoholics Anonymous describe family problems caused by alcohol and possible solutions to the problems. (1, 2, 3)
- Read and collect printed materials concerning alcoholism. Organize the materials into a class reference file. (1, 2, 3)
- Investigate community services for alcoholics and their families. Develop a class list of services, personnel, addresses, and phone numbers. (3)
- FHA Experience: Do research on teenage alcoholism. Present statistics in an open seminar for interested students. (2, 3)

Suggested Measurement of Student Progress:

- List community services for alcoholics and their families. (3)
- Write essay: "The Alcoholic's Family." (1, 2)
- Read case studies about alcoholics. Identify problems and possible solutions. (1, 2)

Related Module Titles:

Drug Use and Abuse
The Changing Family

HUMAN DEVELOPMENT

HEALTH & SAFETY
Level IV: 5 Hours

Module: DRUG USE AND ABUSE

Learning Outcome:

Recognizes potential dangers from nonprofessional diagnoses and self-medication.

Behavioral Outcomes:

1. Lists commonly available drugs and their effects.
2. Explains positive and negative uses of a variety of drugs.
3. Describes the relationships between drug misuse and problems.

Suggested Learning Experiences:

- Read about the use of drugs and their effects in library and class references. (1, 2)
- Complete a study of a specific drug. Present report to class. (1, 2)
- Listen to a former drug addict discuss causes of drug addiction and the need for rehabilitation programs. (3)
- React to case studies about drug abuse. Identify problems that led to drug abuse. (3)
- Analyze an addiction or tendency toward addiction of your own, if you have one. This could involve either cigarettes, coffee, alcohol, or drugs. Determine the cause or causes of the addiction or tendency. (3)
- Prepare a class bulletin board of positive alternatives to drugs. (2, 3)
- FHA Experience: Do research on ways to quit cigarette smoking. Plan a smoking clinic for students interested in quitting. (2, 3)

Suggested Measurement of Student Progress:

- Match drug names with their effects on the body. (1)
- Chart positive and negative aspects of various drug uses. (2)
- Write essay: "Drug Misuse Doesn't Solve Problems." (2, 3)

Related Module Titles:

Alcoholism and the Family
Personality Development

Module: GROWTH AND DEVELOPMENT OF PRESCHOOLERS

Learning Outcome:

Know typical and atypical growth and development patterns from infancy to adolescence and ways of dealing with them.

Behavioral Outcomes:

1. Identifies developmental characteristics of the preschool child.
2. Describes activities that encourage the child's development.
3. Organizes and carries out play activities which contribute to the total development of the child.

Suggested Learning Experiences:

- Collect pictures of preschoolers and group them into growth categories: social, emotional, physical, intellectual. (1)
- Do research on one aspect of a child's development. Report to class. Discuss activities that would encourage this development. (1, 2)
- Observe children in your own neighborhood for one week. Log the activities observed. (1, 2)
- Invite a small group of preschoolers to an activity hour. Plan a variety of activities to encourage participation. (1, 2, 3)
- Volunteer to help with activities in a nursery school, day care center, or kindergarten. Report experiences to class. (3)
- FHA Experience: Develop a "Child Care Activities Book" for distribution to babysitters, parents, and prospective parents. (2)

Suggested Measurement of Student Progress:

- View a film of children at play, then list specific examples from the film, of emotional, social, physical, and intellectural development. (1)
- Classify toys or pictures of toys as to the type of development that they would encourage. (2)
- Evaluate an activity hour: the students' participation, appropriateness of activities, ways to improve. (3)

Related Module Titles:

Toys That Teach
Tuning Children into Stories

HUMAN DEVELOPMENT

RELATIONSHIPS
Level IV: 5 hours

Module: THE FAMILY IN VARIOUS CULTURES

Learning Outcome:

Know common basic characteristics of all societies and see the need for compatible relationships among them and with them.

Behavioral Outcomes:

1. Describes changing needs and responsibilities of family members at different stages in the family life cycle.
2. Investigates life styles and family patterns in different cultural backgrounds.
3. Describes advantages and disadvantages of different family patterns.

Suggested Learning Experiences:

- Collect pictures of families in various stages of the life cycle. Discuss needs and responsibilities at each stage. (1)
- Do research on a cultural background other than own. Report to the class on lifestyle and family patterns, including advantages and disadvantages of each lifestyle and family pattern. (2, 3)
- Interview parents or relatives about their cultural backgrounds. Share family traditions and customs with the class. (2)
- Listen to foreign exchange students compare U.S. family patterns and lifestyles to their own. (2, 3)
- FHA Experience: Set up a display of cultural articles. Invite student body to view the display. (2)

Suggested Measurement of Student Progress:

- Design a poster describing your family's cultural background and present stage in life cycle. (1, 2)
- Chart needs and responsibilities of a family at each stage in the life cycle. (1)
- Describe your own ideal lifestyles. Explain why you consider it ideal. (2, 3)

Related Module Titles:

The Generation Gap
Planning a Wedding

HUMAN DEVELOPMENT

RELATIONSHIPS
Level IV: 5 hours

Module: THE GENERATION GAP

Learning Outcome:

Recognize factors which influence variations in values and goals among individuals and families.

Behavioral Outcomes:

1. Identifies common conflicts between parents and adolescents.
2. Determines causes of parent-adolescent conflicts.
3. Describes ways to improve relationships between adults and youth, whether parent-child or other.

Suggested Learning Experiences:

- Survey peers about problems with parents and reasons behind problems. Tabulate survey results. (1, 2)
- Role-play parent-adolescent conflict situations. Discuss feeling changes when playing the part of the parent. Suggest positive solutions for each problem. (1, 2, 3)
- Create empathy for parents, parent-substitutes, and other adults by reacting to conflict situations as those adults. Compare own reactions with other students. (2, 3)
- Talk with own and other parents about parent-adolescent conflict and possible solutions. (1, 2, 3)
- Develop list of ways to improve relationships with parents and other adults. (3)
- FHA Experience: Plan a parent-adolescent seminar to express viewpoints on relationship problems. (1, 2, 3)

Suggested Measurement of Student Progress:

- List common parent-adolescent or other adult-adolescent problems. (1)
- Write essay: "Adolescence from a Parent's Point of View." (2, 3)
- Cite solutions for parent-adolescent or adult-adolescent problem situations. Justify solutions. (3)

Related Module Titles:

The Changing Family
Personality Development
Drug Use and Abuse

HUMAN DEVELOPMENT

RELATIONSHIPS
Level IV: 6 hours

Module: PERSONALITY DEVELOPMENT

Learning Outcome:

Realize how personal habits, hygiene, general attitude, and degree of thoughtfulness affect the well-being of family members, associates, and community members in general.

Behavioral Outcomes:

1. Identifies factors that influence personality development.
2. Examines own personality objectively.
3. Develops a plan for personal self-improvement.

Suggested Learning Experiences:

- Complete values clarification exercises. (2)
- Make a collage illustrating your personality development. (1, 2)
- Read about lives of famous people. From the reading, list some things which probably influenced your personality development. (1)
- Compare your own personality description to a description done by a classmate. (2)
- List personal strengths and weaknesses. Set realistic goals for improvement of weak areas. (3)
- FHA Experience: Invite the school psychologist to discuss personality development, analysis, and tests. (1, 2)

Suggested Measurement of Student Progress:

- Describe several influences that may help determine personality. (1)
- Describe a collage of a personality. (2)
- Develop a checklist to rate improvement of your personality. (3)

Related Module Titles:

Drug Use and Abuse
Human and Material Resources

SAMPLE MODULES FOR LEVEL V

SCOPE OF LEARNINGS CHART
Human Development, Level V
(Learning Outcomes for Homemaking-Family Living)

MANAGEMENT	BUYMANSHIP	LEISURE
• Gain insight into methods of handling problems that develop in personal and family living.	• Recognize ways individuals and families influence the American economy.	• Realize the many ways in which families may enjoy the contributions which children make to leisure time activities.
• Understand the need to prepare for the stages in the family life cycle.	• Analyze how big business affects individual choices and influences the nation's economy and structure.	• Respect changing needs for use of leisure time by individual family members due to point of time in the life cycle or family circle.
• Explore the various lifestyles in contemporary society.	• Understand significant aspects of the American economy which influence the international economics climate.	• Understand how family relationships affect choices and enjoyment of both individual and family use of leisure time.
• Have ability to isolate a goal and organize a plan for achieving it.	• Know principles of buymanship and be able to apply them in the purchase of specific goods and services.	
• Relate resources of time, energy, money, knowledge and skill to items needed for care of babies and children.	• Research and evaluate agencies which handle consumer complaints.	
• Use management concepts to plan routines for young children that will instill basic management concepts in them.	• Use credit discriminately in the purchase of goods and services.	
• Apply management principles to some typical situations which most young adults face, i.e., money management and family planning.	• Communicate consumer concerns, complaints or inquiries to appropriate people or agencies.	
	• Know and use available sources and types of consumer aids and assistance.	
	• Recognize consumer and seller rights and responsibilities in relation to the market and its products.	

Level V

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Evaluate secondary education in relation to preparation required for a selected career in the area of human development.	• Be familiar with family, community and State resources which contribute to the physical and mental health of the family throughout the life cycle.	• View influences of married life and alternative lifestyles in broad perspective.
• Seek opportunity to assist or "shadow" people at work in fields of employment which appear to be interesting and appropriate to self.	• Understand ways of meeting psychological and physiological needs of the family during various stages of the family cycle.	• Respect variations in family patterns in our own country and around the world.
• Face own immediate future realistically.	• Recognize abnormalities in children and possible adjustments to be made within the home and community.	• Study qualities, characteristics, and interactions of individuals which influence compatible relationships.
• Compare services in a village, small city, and large city for young child, teenager, families, and senior citizens.	• Gain insight into world health problems and ways individuals and groups work to improve health for all.	• Appreciate mutual benefits from enriching relationships with senior citizens.
• Recognize the importance of family planning on career decisions and procedures toward their fulfillment.	• Be aware of various resources for care and protection of children, the elderly, and the ill.	• Assess how families and various institutions and agencies contribute and prepare individuals for living in a democratic society.
	• Understand benefits of breast feeding of infants and influences which help achieve good health by whichever method is used.	• Become involved in activities which contribute to the well-being of less fortunate children, youth, families, or senior citizens in the community.
	• Recognize the variety of things that have influence for the normalcy or abnormality of an unborn child.	

HUMAN DEVELOPMENT

MANAGEMENT
Level V: 4 hours

Module: FAMILY ADJUSTMENT AFTER DEATH

Learning Outcome:

Gain insight into methods of handling problems that develop in personal and family living.

Behavioral Outcomes:

1. Identifies adjustments necessitated by a death in the family.
2. Describes adjustment possibilities: re-education, employment, relocation.
3. Lists community resources that could aid the family after death.

Suggested Learning Experiences:

- Listen to members of the clergy of different denominations discuss adjustments after a death. (1)
- Interview a lawyer, financial advisor, or social worker about adjustment possibilities after a death. Present information to the class. (1, 2)
- React to case studies describing families who have had a recent death. Suggest adjustment possibilities. (1, 2)
- Brainstorm to develop a list of resources that could help the family after a death. Use directories or phone books to locate specific community resources. (3)
- FHA Experience: Take a child or group of children who have lost a parent on an outing. (1, 2)

Suggested Measurement of Student Progress:

- Prepare a chart or bulletin board describing resources to aid a family after a death. (3)
- Write essay: "Preparation for Death." (1, 2, 3)
- Write a case study describing a family's adjustment process after a death. (1, 2)

Related Module Titles:

Finding a Job
The Working Mother
Planning for a Career

HUMAN DEVELOPMENT

MANAGEMENT
Level V: 3 hours

Module: THE FAMILY CHECKING ACCOUNT

Learning Outcome:

Apply management principles to some typical situations which most young adults face, i.e., money management and family planning.

Behavioral Outcomes:

1. Explains the advantages and disadvantages of using a checking account as a tool for financial management.
2. Researches the various types of checking accounts available in the community.
3. States the procedure for opening a checking account.
4. Explains the reasons for using the correct procedure when writing and endorsing checks.
5. Reconciles a checkbook with the related bank statement.

Suggested Learning Experiences:

- Read about the use of a checking account as a management aid. Consider and discuss advantages and disadvantages. (1)
- Visit a local bank to tour transit department or computer facility and to find out how to open a checking account. (3)
- Survey area banks to determine types of checking accounts available and costs of each. Report results to class. (2)
- Practice writing checks and check registers, and endorsing and depositing checks according to standard procedure. (4)
- Reconcile sample checkbooks with related bank statements. (5)
- FHA Experience: Present a family life skit concerning checking account problems to another group. Answer questions and hand out FHA developed fact sheet on checking accounts. (1, 4, 5)

Suggested Measurement of Student Progress:

- Write essay: "The Pros and Cons of a Checking Account." (1)
- Role play a situation in which a young couple visits a bank to open a checking account. (2, 3)
- Find discrepancies between sample bank statements and checking accounts. (5)
- Write and endorse blank checks according to standard procedure. (4)

Related Module Titles:

Our Credit Economy
Being an Informed Consumer

HUMAN DEVELOPMENT

MANAGEMENT
Level V: 3 hours

Module: SELECTING CLOTHES FOR AN INFANT

Learning Outcome:

Relate resources of time, energy, money, knowledge, and skill to items needed for care of babies and children.

Behavioral Outcomes:

1. Identifies the infant's clothing needs.
2. Explains factors which influence the type and amount of clothing needed for an infant.
3. Determines factors to consider when selecting clothes for the infant.

Suggested Learning Experiences:

- Prepare and use a questionnaire on infant clothing needs to interview parents of young children. Tabulate the results and present them to the class. (1, 2, 3)
- Study an exhibit of different types of baby clothes set up by a department store representative. Discuss prices and quality. (1, 2, 3)
- Visit various stores to compare baby clothes in relation to construction, fabric, ease of care, and price. (3)
- Research growth rates and development of infants and relate the information to clothing needs. (1, 2, 3)
- Prepare a bulletin board and display of baby clothes. (1)
- FHA Experience: Construct articles of infant clothing. Donate to service organizations that aid children. (1, 2)

Suggested Measurement of Student Progress:

- Plan a layette for an infant, listing clothing items and factors influencing selection. (1, 2, 3)
- Evaluate articles of infant's clothing. Determine reasons for or against the purchase of each item. (2, 3)

Related Module Titles:

Purchasing Infant Feeding Supplies
Being An Informed Consumer

HUMAN DEVELOPMENT

BUYMANSHIP
Level V: 6 hours

Module: BEING AN INFORMED CONSUMER

Learning Outcome:

Know and use available sources and types of consumer aids and assistance.

Behavioral Outcomes:

1. Identifies current laws that affect the consumer.
2. Examines resources available to the consumer for information, service, and protection.
3. Develops positive methods for solving consumer problems.

Suggested Learning Experiences:

- Set up step-by-step procedures for obtaining advice and information from various sources: Better Business Bureau, Extension Service, manufacturers, government agencies. (2,3)
- Study and discuss laws that protect the consumer. (1)
- Examine and evaluate two or more types of consumer guides. (2)
- Survey friends and relatives as to consumer complaints. Determine possible solutions to the problems brought up. (3)
- FHA Experience: Set up an information booth in the local library or in a shopping center to inform consumers of the resources which are available to them and the laws which protect them as consumers. (1,2,3)

Suggested Measurement of Student Progress:

- Develop a chart of current consumer laws. (1)
- Determine solutions to specific consumer problems. (1,2,3)

Related Module Titles:

Purchasing Infant Feeding Supplies
Selecting Clothes for the Infant

HUMAN DEVELOPMENT

BUYMANSHIP
Level V: 5 hours

Module: MEETING FUNERAL AND FINANCIAL NEEDS AFTER DEATH IN A FAMILY

Learning Outcome:

Know principles of buymanship and be able to apply them in the purchase of specific goods and services.

Behavioral Outcomes:

1. Organizes plan of action to be used immediately when death occurs.
2. Determines the costs of various funeral arrangements.
3. Examines the legal aspects of inheritance, wills, and insurance for survivors.
4. Makes plans for family living expenses when the customary income is cut off or diminished.

Suggested Learning Experiences:

- Identify people who should be contacted when death occurs. (1)
- Record information which might help toward identifying financial assets and liabilities of family members with significant amounts of assets. (1,3,4)
- Contact various funeral directors for information on types and costs of funerals. (2)
- Invite religious leaders for a panel discussion on types of funerals and memorial services, and ways these leaders serve families at time of death. (2)
- Assemble information on collecting insurance, probating a will, settling an estate, social security survivor benefits, and family welfare assistance. (3,4)
- Discuss case studies of plans made to meet family living expenses when a wagearner has died. (3,4)
- FHA Experience: Compile a community directory of family aid agencies and institutions which extend needed help to bereaved families. (4)

Suggested Measurement of Student Progress:

- Identify immediate steps to take when a death occurs. (1)
- Present oral reports on cost of a funeral, collecting insurance, probating a will, settling an estate, social security survivor benefits, and family assistance programs. (2,3,4)
- Case Study: Create an imaginary family and describe ways in which it could handle a death. (1,2,3,4)
- Participate in a panel discussion on family assistance agencies. (3,4)
- List pros and cons of various kinds of burial, cremation, and memorial services. (1,2)

Related Module Titles:

Family Adjustments After Death

HUMAN DEVELOPMENT

BUYMANSHIP
Level V: 6 hours

Module: PURCHASING INFANT FEEDING SUPPLIES

Learning Outcome:

Know principles of buymanship and be able to apply them in the purchase of specific goods and services.

Behavioral Outcomes:

1. Lists essential items for bottle feeding an infant.
2. Identifies factors to consider when purchasing feeding supplies for an infant: cost, quality, care.
3. Bases consumer decisions on accurate comparison and family priorities.

Suggested Learning Experiences:

- Investigate infant bottle feeding using class or library references. List essential items. (1)
- Visit a home where infant bottle feeding can be discussed and observed. (1,2)
- Divide into small groups to develop a consumer checklist for evaluation of an essential item for infant feeding. Share checklist with class. (2,4)
- Examine and evaluate a display of infant feeding supplies using consumer checklists. Make purchase decisions on the basis of the checklist and your family priorities. (1,2,3)
- FHA Experience: Visit a hospital maternity ward to observe infant feeding and supplies for feeding. (1,2)

Suggested Measurement of Student Progress:

- Design an advertisement for an infant feeding supply item that would be informative to parents or prospective parents of a new baby. (2,3)
- Select infant feeding supplies from display items for a low-income, a moderate-income, and a high-income family. Defend these choices. (2,3)
- Develop a visual display of necessary infant feeding supplies using a bulletin board, a chart, a drawing, or a collage. (1)

Related Module Titles:

Being an Informed Consumer
Breast Feeding Versus Bottle Feeding

HUMAN DEVELOPMENT

LEISURE
Level V: 4 Hours

Module: CHILDREN'S USE OF TELEVISION

Learning Outcome:

Understand how family relationships affect choices and enjoyment of both individual and family use of leisure time.

Behavioral Outcomes:

1. Lists the advantages and the disadvantages of television for children.
2. Explains adult influence on children's television viewing.
3. Predicts the effect of childhood television viewing habits on future leisure time use.

Suggested Learning Experiences:

- Use television guides to develop a list of television programs offered during prime viewing time for children. Watch each, then classify them as positive or negative according to class decision. (1)
- Develop a class list of advantages and disadvantages of television for children. (1)
- Compare the television viewing habits of your parents to your own viewing habits, basing the comparison on amount of time spent and types of shows viewed. Analyze the results. (2)
- Survey peers to compare childhood television viewing habits and present viewing habits. (3)
- List alternatives to television for children's leisure time use. Discuss possible methods for discouraging television use. (1, 2)
- FHA Experience: Rate popular children's programs. Distribute ratings to parents of small children. (1)

Suggested Measurement of Student Progress:

- Develop a descriptive rating scale for children's television shows. (1)
- Write a generalization about the possible effects of childhood television viewing on future leisure time use. (3)
- Chart rules for the parent to prevent childhood television addiction. (2)

Related Module Titles:

Making Leisure Time Worthwhile
The Working Mother

HUMAN DEVELOPMENT

LEISURE
Level V: 4 hours

Module: MAKING LEISURE TIME WORTHWHILE

Learning Outcome:

Understand how family relationships affect choices and enjoyment of both individual and family use of leisure time.

Behavioral Outcomes:

1. Identifies leisure time activities that are significant to self and family.
2. Explains the importance of management practices to arrange for successful leisure time use.
3. Differentiates between use of leisure time for self-fulfillment and use of leisure time for the benefit of the community and society.

Suggested Learning Experiences:

- Discuss student involvement in community programs with a panel of community group representatives. (1, 3)
- Keep a record of your own leisure time use for one week. Suggest reasons for wasted time and ways to improve time use. (1, 2)
- Demonstrate a craft or hobby to the class. Describe preparation and time required. (1, 2)
- Answer open-ended questions on leisure time use. Analyze your own values related to leisure. Compare to family values. (1)
- Plan a community activity for leisure time involvement based on your interests and those of your family. (1, 2, 3)
- FHA Experience: Volunteer to help a service organization during leisure time. Report your experiences to the club. (3)

Suggested Measurement of Student Progress:

- List leisure time activities of importance to the student and his or her family. Classify each activity as self-fulfillment or community benefit. (1, 2)
- Write essay: "Make the Most of Leisure." (1, 2, 3)
- Describe ways to apply self-fulfilling leisure activities to the benefit of the community. (3)

Realted Module Titles:

Activities for Senior Citizens
Volunteer Time
Children's Use of Leisure

HUMAN DEVELOPMENT

LEISURE
Level V: 5 hours

Module: VOLUNTEER TIME

Learning Outcome:

Respect changing needs for use of leisure time by individual family members due to point of time in the life cycle or family cycle.

Behavioral Outcomes:

1. Identifies community services performed by volunteers.
2. Explains the benefits of volunteer work to the individual and the community.
3. Discusses stages of responsibility in an individual's life and in family life and how these affect the amount of time available for volunteer work.

Suggested Learning Experiences:

- Compile a class list of possible volunteer activities. Specify community organizations and institutions where such activities are performed, and indicate which activities might be performed in each. (1)
- Take a tour of an organization that uses volunteers. Determine contributions made by volunteers. (1, 2)
- List several factors which might influence the amount of leisure time available to a person during each stage of an individual's life or the family life cycle. (3)
- Report to class about personal volunteer experiences: services rendered, responsibilities, benefits, problems, and feelings involved. (2)
- FHA Experience: Write articles for the school newspaper about student volunteer work currently in progress. (1, 2)

Suggested Measurement of Student Progress:

- Write essay: "Volunteer Work Helps You and the Community." (2, 3)
- List organizations that use volunteers. Indicate the services volunteers perform in each. (1)
- Write generalizations about the relationship between stage in the family life cycle and leisure time availability. (3)

Related Module Title:

Making Leisure Time Worthwhile

Module: THE WORKING PARENT

Learning Outcome:

Realize the many ways in which families may enjoy the contributions which children make to leisure time activities.

Behavioral Outcomes:

1. Compares available leisure time of a working parent and a nonworking parent.
2. Describes desirable ways to spend leisure time with children.
3. Evaluates effects that children have on parents' use of leisure time.

Suggested Learning Experiences:

- Design a survey questionnaire on leisure time to be given to working and nonworking mothers and fathers. Tabulate survey results. Develop generalizations from results. (1, 2, 3)
- Tape interviews with working and nonworking mothers and fathers on leisure availability and use. Discuss as a class. (1, 2, 3)
- Read and analyze research reports on topics such as: working mothers, quantity vs. quality of time spent with children, adjustment to parenthood. (1, 2, 3)
- List and compare typical time responsibilities of working and nonworking mothers and fathers. Discuss task sharing at home and time saving ideas. (1)
- Divide into small groups to discuss various family group activities. Each group is then to share its ideas with the whole class, including advantages and disadvantages of each activity. (2)
- Compose a list of family activities that appeal to a wide range of ages. (3)
- FHA Experience: Role-play family situations illustrating various ways parents can spend leisure time with children. (2)

Suggested Measurement of Student Progress:

Summarize current research data on use of leisure time by the working parent. (1, 2, 3)
Design a collage illustrating ways to relate to children during leisure time (2)
Write essay: "Children Can Improve Use of Leisure Time." (3)

Related Module Titles:

Making Leisure Time Worthwhile
Children's Use of Television

HUMAN DEVELOPMENT

CAREER
Level V: 4 Hours

Module: FINDING A JOB

Learning Outcome:

Face own immediate future realistically.

Behavioral Outcomes:

1. Develops an effective job resume.
2. Explains successful interview techniques.
3. Identifies resources for obtaining occupational information.

Suggested Learning Experiences:

- Role-play a variety of job interview situations. As a class, discuss strengths and weaknesses of each candidate. (2)
- React to taped interview situations. Suggest methods for improvement. (2)
- Visit guidance department and library and identify occupational resources. (3)
- Listen to school guidance counselor describe job finding techniques. (1, 2, 3,)
- Review a group of job resumes. Develop a format for your personal use. (1)
- FHA Experience: Invite a group of business people to discuss hiring practices. (1, 2, 3)

Suggested Measurement of Student Progress:

- Write a personal resume. (1)
- Develop a checklist to evaluate a job interview. (2)
- List resources for occupational information. (3)

Related Module Titles:

Planning for a Career
Post-High School Education

HUMAN DEVELOPMENT CAREER

Level V: 4 hours

Module: PUTTING THE BEST FOOT FORWARD AT INTERVIEW TIME

Learning Outcome:

Face own immediate future realistically.

Behavioral Outcomes:

1. Prepares a correct and effective resume.
2. Selects proper dress for a specific interview.
3. Converses effectively during an interview.
4. Demonstrates ability to improve interview skills.

Suggested Learning Experiences:

- View and discuss film strip "Job Interview." Churchill Films. 662 North Blvd., Los Angeles, California 90069. (4)
- Talk with a panel of employing personnel from business, industry, and public agencies on what information is sought during an interview and what personal qualifications are noted. (1,2,3,4)
- Prepare a personal resume. (1)
- Identify appropriate dress from newspapers, magazines, or fashion shows for interviews related to a variety of jobs to be filled. (2)
- Practice interview-type conversations in role play with classmates. (3,4)
- FHA Experience: Take the lead in inviting the panel members for the class learning experience. (4)

Suggested Measurement of Student Progress:

- List in order of importance things that would impress you if you were interviewing an applicant to work for you at a job you have identified. Give reasons for the items on your list and for their order of importance. (1,2,3,4)
- Write an effective personal resume. (1)
- Role play a job interview for evaluation by the class. Specify the following elements to be evaluated: speech, manner, dress, personality, and content of presentation. (1,2,3,4)

HUMAN DEVELOPMENT

CAREER
Level V: 6 Hours

Module: SOCIAL SERVICES AVAILABLE FOR CHILDREN AND MINORS

Learning Outcome:

Compare services in a village, small city, and large city for young child, teenager, families, and senior citizens.

Behavioral Outcomes:

1. Identifies childrens' need for social services.
2. Cites Federal and State legislation that affects services to children.
3. Lists community and county services for children.
4. Examines career opportunities in service areas related to children.

Suggested Learning Experiences:

- Brainstorm to develop class list of situations in which children require aid from social services. (1)
- Do library research on legislation affecting children. Report information to class. (2)
- Extract from libraries and telephone directories names of community and county services. Visit or contact by phone one agency to obtain specific information about services offered. (3)
- Present an oral report on a career in a service area related to children. (4)
- FHA Experience: Develop a community and county reference guide to services for children. Reproduce for library and class reference. (3)

Suggested Measurement of Student Progress:

- List situations where children need aid. Match each situation with an agency providing the service. (1, 3)
- Summarize oral reports on careers in social services related to children. (4)
- List the names of four Federal or State laws that affect services for children and state the main purpose of each. (2)

Related Module Titles:

Volunteer Time
Family Adjustment After Death

HUMAN DEVELOPMENT

CAREER
Level V: 3 Hours

Module: PLANNING A CAREER

Learning Outcome:

Evaluate secondary education in relation to preparation required for selected career in the area of human development.

Behavioral Outcomes:

1. Investigates prospective careers: employment outlook, required training, working conditions.
2. Evaluates personal and educational qualifications for career choice.
3. Develops short-term and long-term plans for career preparation.

Suggested Learning Experiences:

- List your capabilities and personal resources. Relate them to career possibilities. (2)
- Visit a local business or industrial establishment with a variety of employment possibilities. Tour its facilities and discuss possible jobs. (1)
- Without analyzing your choice, pick a job you feel you would like to work at. Then do research in library or guidance office on the qualifications required. (1)
- Relate high school courses to career requirements. Develop plans for future high school and post-high school courses on the basis of career requirements. (3)
- Survey parents and other adults on working conditions in their careers. Develop class reference lists of local careers. (1)
- FHA Experience: Tape promotional descriptions of local high school courses and show relationships to various careers. Present tapes to guidance office. (2, 3)

Suggested Measurement of Student Progress:

- Draft a letter of application for a job in an area related to personal career choice. Indicate personal and educational qualifications required for the job. (2)
- List personal career possibilities in order of preference. Defend choices on the basis of specific job information. (1)
- Draw a flow chart of short-term and long-term plans leading to your own career preparation. (3)

Related Module Titles:

Finding a Job
Post-High School Education

HUMAN DEVELOPMENT

HEALTH & SAFETY
Level V: 6 Hours

Module: BIRTH DEFECTS

Learning Outcome:

Recognize abnormalities in children and possible adjustment to be made within the home and community.

Behavioral Outcomes:

1. Identifies genetic and environmental causes of birth defects.
2. Explains methods of birth defect prevention and control.
3. Analyzes psychological and physical family adjustments necessitated by the birth of a defective child.
4. Identifies local and state health services for handicapped children.

Suggested Learning Experiences:

- Prepare a bulletin board on causes of birth defects. (1)
- Research and discuss fetal development and prenatal care. (1, 2)
- Collect printed information on birth defects from health organizations and develop a class display. (1, 2, 4)
- Listen to a nurse or doctor discuss genetic counseling. (1, 2)
- Analyze case studies about parents of children with birth defects. (3)
- Prepare a list of local and state health services for handicapped children, including addresses and phone numbers. (4)
- FHA Experience: Create and distribute toys for young children with birth defects. (3, 4)

Suggested Measurement of Student Progress:

- Write a newspaper article for prospective parents on the prevention of birth defects. (1, 2)
- Write a case study which illustrates good family adjustment following the birth of a defective child. (3)
- Prepare an information and advice bulletin for parents of children with birth defects. (3, 4)

Related Module Titles:

When Health Fails
Social Services Available to Children and Minors

HUMAN DEVELOPMENT

HEALTH & SAFETY
Level V: 4 Hours

Module: BREAST FEEDING VERSUS BOTTLE FEEDING

Learning Outcome:

Understand benefits of breast feeding of infants and influences which help achieve good health by whichever method is used.

Behavioral Outcomes:

1. Lists advantages and disadvantages of both breast and bottle feeding of infants.
2. Explains lifestyle factors that influence choice of feeding method.

Suggested Learning Experiences:

- Listen to taped reactions of parents with different ideas on infant feeding methods. List ideas on the board. (1, 2)
- Invite a doctor or nurse to discuss both methods of infant feeding. (1, 2)
- Do research on both methods of infant feeding. (1, 2)
- Debate breast feeding versus bottle feeding. (1, 2)
- FHA Experience: Participate in a panel discussion with parents of young babies to analyze considerations for selection of a feeding method. (1, 2)

Suggested Measurement of Student Progress:

- Write essay: "Why I Would Choose____Feeding Method for My Child." (1, 2)
- Summarize guest speaker's presentation. (1, 2)
- Suggest appropriate feeding methods for parents based on case studies of their life styles and give reasons for suggestions. (2)

Related Module Titles:

Selecting Clothes for the Infant
Purchasing Infant Feeding Supplies
The Working Mother

HUMAN DEVELOPMENT

HEALTH & SAFETY
Level V: 10 hours

Module: HELP! PARENTHOOD AHEAD!

Learning Outcome:

Understand ways of meeting psychological and physiological needs of the family during various stages of the family cycle.

Behavioral Outcomes:

1. Identifies challenges for well-being of an unborn child, its advent and early life.
2. Identifies multiple responsibilities of father and mother of an unborn child to that child, older or subsequent children, relatives, and society.
3. Cites resources for help for prospective and active parents.
4. Lists long-range responsibilities of parents or guardians of children.

Suggested Learning Experiences:

- Participate in a "What's It Like" rap session to list questions and concerns regarding having children and being responsible parents. (1, 2, 3, 4)
- Have a "Tell Me" session with panel of couples who represent couples (a) expecting their first child, (b) expecting their second or later child (c) who are parents of older children. (1, 2, 3, 4)
- Rap with own and other parents on problems on parenthood and their resolutions. Consider problems and answers, unidentified as to source. (1, 2, 3, 4)
- Prepare class bulletin board and own folders on adjustments that parents face at various life stages, citing solutions or sources of help. (1, 2, 3, 4)
- Investigate Day Care Centers or nursery schools for services offered and determination of staff training. (1, 3)
- FHA Experience: Obtain data about agencies in community or nearby locales which help prospective parents. Compile for distribution. (3)

Suggested Measurement of Student Progress:

- Chart information to use for future reference regarding sources, types, and costs of help for parents. (3)
- React to case studies identifying problems of parenthood and suggest agencies which might help. (1, 2, 3, 4)
- List responsibilities and problems assumed by parents. (1, 2, 4)

Related Module Titles:

Planning For a Baby
Space For Baby
Baby Is Not a Toy
Feeding Baby Is Serious Business
Clothing for Baby and Toddlers
No Baby Talk, Please

HUMAN DEVELOPMENT

HEALTH & SAFETY
Level V: 5 hours

Module: WHEN HEALTH FAILS

Learning Outcome:

Be aware of various resources for care and protection of children, the elderly, and the ill.

Behavioral Outcomes:

1. Identifies measures which lessen the frequency of illnesses.
2. Practices basic emergency health procedures.
3. Examines available community health and welfare services.

Suggested Learning Experiences:

- Do research on hereditary and environmental causes of illnesses toward learning several examples of diseases which fit into each of the two categories. (1)
- Discuss illness prevention and emergency health practices with the school nurse. (1, 2)
- Demonstrate an emergency health procedure to the class. (2)
- Select an illness and construct a chart to show immediate care procedures. (2)
- Take a field trip to community health agencies to determine the kinds of services provided. (3)
- Discuss health and welfare services with a panel of representatives from community agencies. (3)
- FHA Experience: Set up volunteer services to assist individuals and families with home helpers, babysitters, and nurses' aides for times of emergency. (1, 2)

Suggested Measurement of Student Progress:

- Report on hereditary and environmental causes of illness. (1)
- List community health and welfare services. (3)
- Write an essay on "Suggestions for Improving the Health and Welfare Services in Our Community." (3)
- Match proper emergency procedures with specific health problems. (2)

Related Module Titles:

Activities for Senior Citizens
Family Adjustment After Death
Volunteer Time
Social Services Available to Children

HUMAN DEVELOPMENT

RELATIONSHIPS
Level V: 4 hours

Module: ACTIVITIES FOR SENIOR CITIZENS

Learning Outcome:

Become involved in activities which contribute to the well-being of less fortunate children, youth, families, or senior citizens in the community.

Behavioral Outcomes:

1. Describes the intellectual, emotional, social, and physical needs of senior citizens.
2. Evaluates community and family activity programs for senior citizens.
3. Participates in structured activity experiences with senior citizens.

Suggested Learning Experiences:

- Take a field trip to a nursing home or housing project to observe and discuss facilities and activities for senior citizens. (1,2)
- Discuss needs of senior citizens with a speaker: nurse, doctor, occupational therapist, nursing home employee. (1)
- Investigate community programs for senior citizens. Discuss the ways their needs are or are not met. Evaluate the programs. (2)
- Interview a senior citizen or a person living with a senior citizen about needs and preferred activities. (1,2)
- Plan an individual or group activity for senior citizens. Present the activity during a class visit to a nursing home. (1,3)
- FHA Experience: Volunteer to help with an activity program for senior citizens. (3)

Suggested Measurement of Student Progress:

- Design an activity program for senior citizens that meets their intellectual, emotional, social, and physical needs. (1)
- Prepare an information bulletin on community activities for senior citizens. (2)
- Write an evaluation of your own participation in volunteer work with senior citizens. (3)

Related Module Titles:

Making Leisure Time Worthwhile
Volunteer Time
When Health Fails

HUMAN DEVELOPMENT

RELATIONSHIPS
Level V: 3 hours

Module: DATING

Learning Outcome:

Study qualities, characteristics, and interactions of individuals which influence compatible relationships.

Behavioral Outcomes

1. Describes the functions of dating in today's society.
2. Analyzes problems in the dating relationship.
3. Evaluates self in relation to dating practices that are current.

Suggested Learning Experiences:

- Obtain an exercise made up of basic open-ended questions on dating. Have it completed by class members and then discuss the results in class. (1,2,3)
- Analyze case studies on dating situations. Discuss in class. (1,2)
- Develop a questionnaire on functions and problems of dating. Administer it to a sample of students. Tabulate the results and discuss them. (1,2)
- Interview parents on their concerns about the dating of their children. Write a report about the interviews. (1,2)
- Research the history of dating up to the present time. Write a report explaining the changes that have taken place. (1,2,3)
- List types of dating experiences. Analyze for positive and negative aspects. (1,2,3)
- FHA Experience: Invite foreign exchange students to discuss dating practices in their countries. Discuss and compare them to U.S. customs. (1,2)

Suggested Measurement of Student Progress:

- Write summary of questionnaire results. (1,2)
- Write essay: "Dating from a Parent's Point of View." (2,3)
- List positive and negative dating practices with suggestions for improvement of negative practices. (1,2,3)

Related Module Titles:

Teenage Marriage
Making Leisure Time Worthwhile

Module: TEENAGE MARRIAGE

Learning Outcome:

View influences of married life and alternative life styles in broad perspective.

Behavioral Outcomes:

1. Explains common factors leading to teenage marriage.
2. Analyzes advantages and disadvantages of teenage marriage.
3. Compares lifestyle choices of the single teenager to the married teenager.

Suggested Learning Experiences:

- Have a survey sheet completed anonymously by a group of teenagers on attitudes about teenage marriage. Tabulate the results and discuss. (1, 2)
- Interview married teenagers about: reasons for marriage, advantages and disadvantages, advice for other teenagers anticipating marriage. Report interview results to class. (1, 2, 3)
- Listen to marriage counselor speak about teenage marriage. Discuss questions prepared previously. (1, 2, 3)
- Write case studies involving situations that could lead to teenage marriage. Discuss. (1, 3)
- Read about early marriage in class and library resources. Discuss findings. (1, 2, 3)
- FHA Experience: Invite married people of different ages to form a panel for discussion of age at marriage. (1, 2, 3)

Suggested Measurement of Student Progress:

- Write essay: "Advice to a Teenager Planning Marriage." (2, 3)
- Summarize class research findings on teenage marriage. (1, 2, 3)
- List advantages and disadvantages of teenage marriage. (2)

Related Module Titles:

Marriage Customs and Laws
Dating
Planning for a Career

GUIDELINES FOR EVALUATING AND EDITING HOME ECONOMICS CURRICULUM MODULES

The teacher using the sample modules in this book will no doubt use others also. The others may include some that the teacher prepares herself or himself or obtains from other teachers or other sources. The information below is provided as an aid to the teacher in preparing these other modules for use in the classroom. These guidelines may also be helpful in *planning* new modules.

FORMAT

Be sure that the format of each module agrees with that of the sample modules in this publication. Change it to conform, if it does not.

LEARNING OUTCOME

Identify on the proper Scope of Learnings, the learning outcome that is the focus for the behavioral outcomes stated in the module. If this learning outcome does not already appear under the module title, add it.

BEHAVIORAL OUTCOMES

Be sure each statement of a behavioral outcome:

- Identifies behavior that is directly related to the learning outcome.
- Starts with a verb that identifies a type of behavior that is specific and can be measured.
- Uses the present tense singular of the verb.
- Is not a behavioral objective but gives direction to establishing behavioral objectives which can be measured to demonstrate progress toward the behavioral outcome.
- Is numbered 1,2,3, etc. so that each suggested learning experience and each suggested measurement of student progress can be linked to the behavioral outcome it supports.

SUGGESTED LEARNING EXPERIENCES

Be sure that

- At least one learning experience is presented which will lead toward each behavioral outcome.
- The wording is in terms of what the *student* will do, *not* what the teacher will do.
- The first word of each statement is a *verb without an s* at the end.
- Each statement should be thought of as having the phrase "The student(s) will ..." preceding it. The phrase should not be expressed each time because it would become monotonous. It is sufficient, but necessary, that it be understood.
- The behavioral outcome to which a learning experience relates is indicated in parentheses at the end of the learning experience statement

by the number assigned to the behavioral outcome.

- The learning experiences are in keeping with the behavioral outcomes sought and the instruction time available.
- The learning experiences are of interest to both boys and girls.
- An FHA experience is included as the final learning experience in the list.
- The FHA experience stated is in keeping with the goals and objectives of FHA and with the behavioral outcomes sought in the module.
- The FHA member is not overburdened in comparison to classmates, and stands to gain enrichment and leadership opportunities in FHA.

NOTE: Pages 9 and 70-74 in *Home Economics Education Curriculum Planning Guidelines, Levels III, IV, and V* give detailed information about FHA.

SUGGESTED MEASUREMENT OF STUDENT PROGRESS

Be sure

- That measuring procedures and techniques are included to cover each behavioral outcome and indicate how much progress a student has made toward achieving the behavior specified.
- The behavioral outcome each measurement procedure covers is identified by number.

RELATED MODULE TITLES

Use this section to list related modules. Module titles listed should represent modules that have already been developed.

NOTE: Several procedures described in *Home Economics Education Curriculum Planning Guidelines, Levels III, IV, and V* are of interest at this point. They are:

Development of a Course on pages 38-40, and
Procedure for Applying for Approval of Courses on pages 65-69.